



Cyril B Busbee Creative Arts Academy

501 Bulldog Boulevard
Cayce, SC 29033

Grades	6-8 Middle School	
Enrollment	382 Students	
Principal	Dr. Janelle Williams	803-739-4070
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Average
2005	Below Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

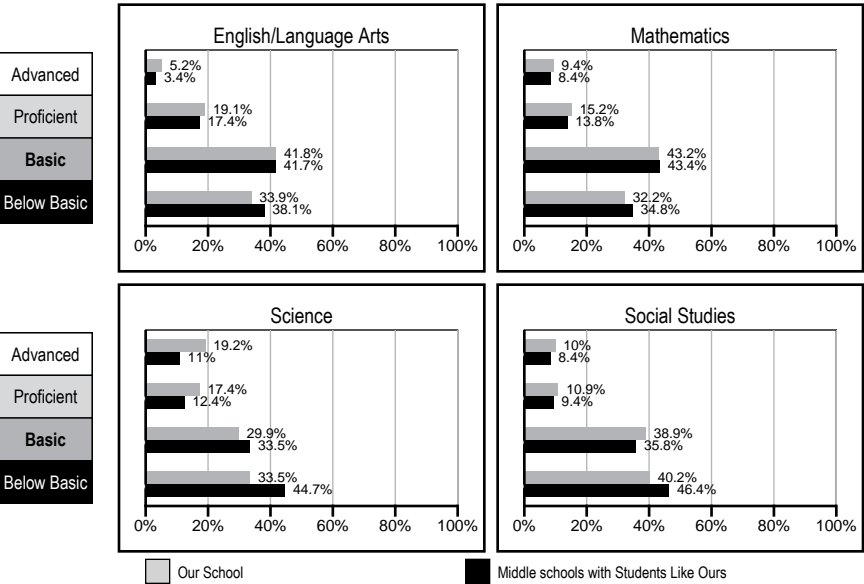
94.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	93.6
English 1	100.0	94.3
Physical Science	0	0
All Subjects	100.0	92.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=382)				
Students enrolled in high school credit courses (grades 7 & 8)	15.2%	Down from 15.5%	14.4%	19.4%
Retention rate	2.6%	Up from 1.9%	2.8%	1.8%
Attendance rate	95.4%	Up from 95.2%	95.4%	95.8%
Eligible for gifted and talented	13.8%	Down from 13.9%	11.0%	15.3%
With disabilities other than speech	17.1%	Up from 15.9%	13.9%	12.9%
Older than usual for grade	5.0%	Up from 2.5%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.7%	0.9%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	44.8%	Down from 54.8%	53.6%	55.0%
Continuing contract teachers	55.2%	Up from 51.6%	61.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	8.7%	5.4%
Teachers returning from previous year	72.9%	Up from 71.8%	78.7%	83.4%
Teacher attendance rate	95.8%	Down from 96.5%	94.9%	94.9%
Average teacher salary	\$40,269	Up 2.9%	\$44,651	\$44,706
Professional development days/teacher	16.8 days	Up from 10.2 days	11.7 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 21.5 to 1	19.2 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 90.4%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Up from 53.3%	96.9%	98.0%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil*	\$7,499	Up 2.6%	\$7,515	\$7,097
Percent of expenditures for instruction*	61.7%	Down from 64.9%	64.1%	64.4%
Percent of expenditures for teacher salaries*	58.7%	Down from 61.5%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Busbee Creative Arts Academy (BCAA) supports the philosophy that arts integrated curriculum provides a superior and enhanced learning environment for students. This year our arts integrated focus was “Asian Sensation,” and students explored Asian culture and history through opportunities to participate in interactive study, exploration, creative projects, and performances. Students also worked with renowned artists, through our artists-in-residence program, on projects that blended learning with creative expression.

In addition to our on-going arts integration instructional focus, we also continued our focus on implementing initiatives that build on and strengthen student academic skills and sense of community. With the assistance of our School Improvement Council, we continued to monitor student progress and improvement. As a result of our process of continuous assessment and reflection this year, we implemented several new initiatives designed to target areas where we believed students needed additional support. Although BCAA was recently named an Exemplary Writing School by the South Carolina Writing Improvement Network, one of our areas of concern continues to be student performance in and development of skills in reading and writing. To enhance our ability to address this concern, we hired a literacy and reading specialist. The literacy “coach” worked this year to coordinate and promote literacy development across the curriculum in grades six through eight. Our scores on PACT achievement tests and our formative MAP test score results also indicated that we needed more targeted support for our students. This year we implemented a PLATO Learning Lab and used the software to offer students individualized and targeted on-grade level and remediation enrichment to fill identified skill gaps. To provide additional support for struggling students, we revamped our After-School Learning Support program and added opportunities to support children during the school day through academic performance assistance pullout programs. Finally, we recognize that students need to be in class to learn and that we needed to reduce the amount of time students spent out of the classroom for discipline. To address this concern, we hired a Behavioral Interventionist to work with teachers and students to increase student achievement and motivation for learning and help eliminate the distractions that prohibit learning. And most importantly, to ensure that we continued faculty engagement in making the learning environment a dynamic and interactive one, faculty and staff participated in extensive professional development through Modern Red School House and training in the use of instructional technology that was purchased to support interactive and differentiated instruction.

Busbee Creative Arts Academy is continuing to look to the future for additional and better ways to challenge our students and to improve our students’ academic progress and preparation for high school.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	116	58
Percent satisfied with learning environment	46.4%	68.7%	82.5%
Percent satisfied with social and physical environment	67.9%	81.9%	77.6%
Percent satisfied with school-home relations	46.2%	81.0%	72.4%

* Only students at the highest middle school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	378	99.5	36.4	40.8	18.5	4.4	31.4	45.4	48.2	Yes	Yes
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Gender

Male	201	100	42.6	39.9	15.8	1.6	24	37.4	41.7	N/A	N/A
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Female	177	98.9	29.1	41.8	21.5	7.6	39.9	53.6	55	N/A	N/A
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Racial/Ethnic Group

White	154	98.7	22.3	40.3	28.8	8.6	45.3	55.4	60	Yes	Yes
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African American	198	100	48	39.5	10.7	1.7	19.8	30.2	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
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Hispanic	21	100	35	50	15	0	35	34.5	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	64	98.4	81.7	18.3	0	0	1.7	14.3	16	No	Yes
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	24	100	39.1	47.8	13	0	30.4	29.9	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	277	100	42.4	39.6	15.7	2.4	26.3	35.1	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	378	99.5	33.4	44.3	13.2	9.1	33.4	47.1	45.8	No	Yes
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Gender

Male	201	100	35.5	44.3	9.8	10.4	32.8	45.7	45.6	N/A	N/A
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Female	177	98.9	31	44.3	17.1	7.6	34.2	48.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	154	98.7	20.9	50.4	14.4	14.4	44.6	58.2	59	Yes	Yes
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African American	198	100	44.1	41.8	10.2	4	21.5	28.5	26.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
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Hispanic	21	100	30	15	35	20	55	41.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	64	98.4	78.3	16.7	3.3	1.7	6.7	19.9	17.1	No	Yes
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	24	100	34.8	26.1	30.4	8.7	52.2	41.6	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	277	100	37.6	43.9	12.2	6.3	27.5	36.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	246	100	33.6	29.6	17.5	19.3	36.8	39.6	35.7	95.4	95.8
Gender											
Male	123	100	35.7	23.2	16.1	25	41.1	40.5	37.4	95	95.7
Female	123	100	31.5	36	18.9	13.5	32.4	38.7	33.8	95.9	95.9
Racial/Ethnic Group											
White	106	100	22.7	26.8	19.6	30.9	50.5	51.9	49.2	95.2	95.7
African American	119	100	45.3	34	14.2	6.6	20.8	19.8	17	95.4	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	99.8	97
Hispanic	17	100	25	12.5	25	37.5	62.5	28.7	24.9	96.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.2
Disability Status											
Disabled	37	100	76.5	14.7	5.9	2.9	8.8	18.6	14	94.1	95.1
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	98.9	97
English Proficiency											
Limited English Proficient	20	100	31.6	26.3	21.1	21.1	42.1	24.1	24.4	97.1	95.8
Socio-Economic Status											
Subsided meals	180	100	40.4	31.3	15.7	12.7	28.3	27	21.1	95.3	95.4
Social Studies											
All Students	253	100	40.2	38.9	10.9	10	21	35.4	34	95.4	95.8
Gender											
Male	141	100	39.2	36.2	15.4	9.2	24.6	38.6	36.6	95	95.7
Female	112	100	41.4	42.4	5.1	11.1	16.2	32.1	31.3	95.9	95.9
Racial/Ethnic Group											
White	95	100	32.2	40.2	11.5	16.1	27.6	44.2	44.5	95.2	95.7
African American	139	100	47.6	37.9	8.9	5.6	14.5	21.8	19.1	95.4	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	99.8	97
Hispanic	15	100	28.6	35.7	21.4	14.3	35.7	29.4	27.5	96.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.2
Disability Status											
Disabled	45	100	79.1	18.6	2.3	0	2.3	17.7	14.4	94.1	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	98.9	97
English Proficiency											
Limited English Proficient	16	100	33.3	40	20	6.7	26.7	23.7	27.3	97.1	95.8
Socio-Economic Status											
Subsided meals	186	100	44.4	38.5	10.7	6.5	17.2	28.4	21	95.3	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	121	98.4	41.1	40.2	15.9	2.8	18.7
	7	139	99.3	45.2	39.5	14.5	0.8	15.3
	8	136	100	42.9	42.9	14.3	0	14.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	120	100	36.8	40.6	13.2	9.4	22.6
	7	123	100	27	50.5	19.8	2.7	22.5
	8	135	98.5	44.4	32.3	21.8	1.6	23.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	121	99.2	28	43.9	16.8	11.2	28
	7	139	100	33.1	44.4	16.1	6.5	22.6
	8	136	100	48.4	46.8	3.2	1.6	4.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	120	100	34.9	35.8	17	12.3	29.2
	7	123	100	24.3	49.5	10.8	15.3	26.1
	8	135	98.5	40.3	46.8	12.1	0.8	12.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	59	100	58.5	17	5.7	18.9	24.5
	7	139	99.3	37.1	34.7	15.3	12.9	28.2
	8	66	100	43.5	32.3	17.7	6.5	24.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	58	100	43.1	21.6	11.8	23.5	35.3
	7	123	100	25.2	34.2	18.9	21.6	40.5
	8	65	100	41	27.9	19.7	11.5	31.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	60	100	25.9	37	25.9	11.1	37
	7	139	99.3	42.7	35.5	12.9	8.9	21.8
	8	70	100	46.9	48.4	4.7	0	4.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	62	100	34.5	25.5	23.6	16.4	40
	7	123	100	50.5	36	1.8	11.7	13.5
	8	68	100	27	55.6	15.9	1.6	17.5

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample